



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

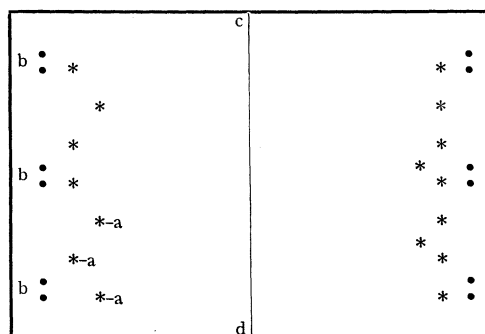
JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The points noted above in the comparison with Yale student are emphasized more strongly in this table; the short trunk, the short thighs, the long legs and arms are most emphatically marked. Such studies are but suggestions of what is yet to be revealed to us in working with growing children.

References: J. W. Seaver, *Anthropometry*; Nathan Oppenheim, *Development of the Child*; Julius Uffelmann, *Domestic Hygiene of the Child*; Francis Warner, *Study of Children*; Francis Warner, *Growth and Training of the Mental Faculty*. A complete list of the library references will be found in the reading list on anthropometry, heredity, and degeneracy, this month.

General Gymnastics INDOOR GAMES

Battle Ball: The players (a a) are arranged on either side of the floor in front of three pairs of Indian clubs (b b) set up as illustrated. The



chalk-line (c-d) across the middle of the floor divides the field.

The object of the game is to throw the ball past the opposing line of players. The player may stand on any part of the field to throw, but cannot cross the middle line. The ball must be thrown low. The points are: Ball between any pair of clubs scores ten; club knocked down scores five; ball through the line between pairs of clubs scores two. Fouls: If a player crosses the middle line it scores one for the opposite side; if a ball is thrown over an opponent's head the opposing side scores one. The time limit for the game is ten or fifteen minutes. The side winning the greatest number of points in any given time, decided upon before starting to play, is the winner.

Curtain Ball: The floor is divided as for battle ball, with a curtain eight feet high drawn across the middle line (c-d). The players, any number, are scattered about on the floor. The ball is thrown over the curtain from any position and in any manner. If the ball is allowed to strike the floor it scores one point for the side throwing. The side winning the greatest number of points for any given time has the game.

Basket Ball: See Spalding's *Official Basketball Guide*; also *Basket Ball for Women*, A. G. Spalding, Chicago. The price of each pamphlet is 10 cents.

Dodge Ball, Pass Ball: See *One Hundred Gymnastic Games*, Geo. H. Ellis, 141 Franklin Street, Boston. \$1.00.

A reading list of games will be published later in the year.

Character of the Supplementary Reading in the Primary Grades

Flora J. Cooke

The subject given above was chosen because two-thirds of the questions directed to the Primary Department during the past month have referred to supplementary reading or to the preparation of reading lessons in leaflet form.

The other questions have pertained to seat-work problems, and the answers to

these will appear in the February number of the COURSE OF STUDY. The most common questions concerning the reading are: as to whether any regular readers are used in the Chicago Institute, as to the amount of time given to reading in the primary grades, and as to the best supplementary reading.

Theoretically all these questions should be treated as one, but practically it seems better to show how each in turn is met in the school-room.

Concerning the first question we need only say that the place of the so-called "regular reader" in the primary grades is taken by the blackboard and printed reading lessons which bear directly upon all the work the children are doing. At the end of the year these leaflets are classified and bound by the children into book form, and in a sense such lessons summarize the class experiences of the year.

What determines the form and content of these reading lessons was discussed in the article upon *Reading* in the October number of the *COURSE OF STUDY*, and each reading lesson which is printed will be accompanied by a note explaining its purpose.

We can give only a very general answer to the second question, as the amount of time given to reading depends upon the individual need of each child and the value that reading can be to him at a particular time.

Whatever the time given to this work, the teacher's first duty is to bring about the right attitude toward reading—to make reading from the first a delightful exercise. That this may be possible, not only must the children have continual opportunity to exercise their self-activities in this direction, but the images aroused by reading must always seem to them to be worth their effort.

It is most essential that reading and writing should be constant mediums of communication. For instance, the teacher writes easily upon the blackboard, answering questions, giving parts of stories and directions for work. Indeed, reading and writing are incidentally part of all the work all day long, and are always used by the teacher as direct means of image

growth. The child soon desires to read for the same reason that he desires to talk—to tell something or to find out something. Even when the children have reached this stage the question of the time to be given to reading is still not limited to fixed periods upon the program.

The children who learn to read rapidly must now read much silently, and tell the class what they have found out, and the time thus gained must be given to the slower children. This plan is followed because the ordinary set reading lesson is a bore to every one; one half of the children and the teacher soon know a story by heart, and to the other half of the class the forced reading is either a torture or a dissipation of the power of attention.

The following device partially answers the third question given above. It has proved helpful to teachers having many pupils, no printing-press, and a limited supply of appropriate reading material. Two of as many second-hand readers and primary books as possible are secured; the teacher selects all the suitable reading lessons from these and pastes them upon cardboard. She classifies these into sets upon animals, plants, or as fables, myths, and facts. Each child is given a different leaflet, and by this means an audience is obtained, which is the first essential of good oral reading. Such stories should be very short at first, and the children allowed to give what they have read in a picture on the blackboard or in their own words.

This same plan is pursued where we have access to many sets of supplementary reading books. Those are selected which bear upon anything which the children are observing or enjoying, and each child goes to the book with a purpose. From this standpoint there are few books which are absolutely worthless, and as few are wholly good, a list of the books which have been found most helpful in this direction is

now being prepared for publication in the **COURSE OF STUDY**.

Next month we shall print one or two typical reading lessons for each month up to date. These will be numbered, and can be ordered in sets from the Chicago Institute book-room. This month is filled with the preparation for Christmas, and the reading lessons given in this number are directly correlated with the Christmas celebration.

The children tell whether they think all the children in the world have the same kind of Christmas, and their own happiness expands in their sympathetic interest in what the children of other lands are doing for Christmas. Much cannot be expected from these reading lessons in beauty and literary value. Their scope of usefulness is limited, but they must be good in influence.

In order to give our children as vivid

an impression as possible of the life and customs of other children at Christmas, we necessarily used with the reading lessons pictures of the landscape and people, appropriate blackboard illustrations, and dramatic representation.

The reading lesson is placed in the child's hands only when his interest has been thoroughly aroused and he intensely desires to know what Norwegian, Italian, or French children do on Christmas eve.

NOTE: Leaflets of the following reading lessons, printed in large type, may be obtained from the Chicago Institute Book Room. Price, one-page leaflets, 9c a dozen, 1c each; two-page leaflets, 18c a dozen, 2c each.

Second Grade Reading Lesson

LITERATURE SERIES, No. 1.

ONE STORY THE PICTURE TELLS

There is good fun in Norway at Christmas time. Even the birds have a Christ-



CHRISTMAS IN NORWAY

mas party. Björn and his father are putting up a fine sheaf of grain for them.

See Björn and Eivind with their snow shoes! Björn says: "Come and try our snow shoes. It's fine fun; they are almost as good as wings!" Eivind says: "See, we do not mind a fall. We are used to the ice and snow, and we love it."

ANOTHER STORY THE PICTURE TELLS

It is very, very cold, but no one seems to mind it. To-morrow will be Christmas and every one is happy. Baby is watching the birds and crowing with delight.

I wish she would look this way. She is very pretty. She has blue eyes, rosy cheeks, and yellow hair like her brothers and sisters.

Old Granny is on the porch. She is strewing sweet pine twigs about.

She always does this at Christmas time.

That is mother with the cream for the Yule porridge.

That is little Gudrun with the large Christmas cake.

I just wish you could see the Christmas cakes in Norway. They are so pretty, and oh, how good they are!

A STORY THE PICTURE DOES NOT TELL ABOUT CHRISTMAS EVE

In the barn is a large dish of porridge for Robin Goodfellow.

He will come and eat it to-night.

The boys believe he always comes at midnight on Christmas Eve. They would not disappoint him for anything.

There is fine Yule hay for the cows, horses, and goats.

On Christmas Eve each dog, cat, and hen must have a feast.

Shall we tell the dogs, cats, and birds in Chicago about the Norwegian Christmas?

ANOTHER STORY THE PICTURE DOES NOT TELL

In the house all is clean from cellar to garret.

Every one has a new dress or coat.

The walls are painted with bright new pictures.

The ale is brewed, the cakes are baked.

Best of all, the Christmas tree is ready.

Björn and Eivind helped father fetch it from the pine woods. It was the finest small tree in the forest.

No picture could tell as good stories as Granny. She knows all about fairies and gnomes and goblins and giants and such things. She will surely tell stories to-night.

There will be a great fire on the hearth.

At five o'clock the big door will open.

The children will cry, "The tree! the beautiful tree!"

Every one has made a gift. There are boxes, flags, baskets, and sleds. These are under the tree; but on the tree are gilded nuts and apples, candles, gold stars, and — you may guess what.

But Christmas is only beginning in Norway; the table will be spread for thirteen days.

All the people will visit and rest and play games.

In Norway they surely have a Merry Christmas.

STORIES OTHER PICTURES MIGHT TELL

We must look for more pictures of Norway. Some will tell of the wonderful mountains, others will tell of the beautiful blue sea and the ships. Some might show the moonlight and the stars. We should think it was night; but it might be *noon* in Norway. If Björn told you a story of the sun shining at midnight, you would say, "That is one of Granny's fairy tales!" He would think our sun acted quite as strangely.

Let us write him all about our Christmas holidays, and ask him to tell us about his.



PICTURE OF BAMBINO.

Second Grade Reading Lesson

LITERATURE SERIES, No. 2

Christmas in Italy

Christmas in Italy is a holy day.

Every one goes to church.

The churches are beautiful with lights, pictures, and statues.

Christmas carols and hymns are sung by choirs of white-robed boys.

There is no Santa Claus and no Christmas tree in Italy.

But there are many other beautiful things to see.

People like to be in Rome on Christmas Eve.

Every one wants to see the Holy Bambino.

It is a little statue of the Christ-child.

A poor priest brought it to Rome from Palestine and gave it to the church.

It is as large as a real baby and covered with precious jewels.

You can see its picture, but you cannot see the color of the gems.

Many people bring their sick friends to the Bambino.

They think he can cure them.

Many other people want to see how this wonderful old image looks.

Would you rather be in Italy or in Norway on Christmas Eve?

Second Grade Reading Lesson

LITERATURE SERIES, No. 3

C. N. S. Envelope, '96

Christmas in Holland

Holland is one of the strangest countries under the sun. The land is much lower than the sea, so that the people must build dikes to keep out the sea. Often on top of the dikes are houses and trees. Many of the streets are water canals and the people go about in boats. Everywhere are windmills. The houses are painted with bright colors. In winter the canals are covered with smooth ice, and the people can skate to market or to church. What good times the boys and girls have!

Christmas comes to Holland, too. The 25th of December is like our Sunday; it is a sacred day. In our country, Santa Claus comes along on that day; but St. Nicholas, the friend of the Holland children, comes on the 5th of December. On St. Nicholas eve the children are allowed to go into the grand parlor. They are dressed in their best. The mothers and girls would seem very odd to you in their caps and brightly colored dresses.

Oh, how excited they all are, even the babies! They play merry games, in which father and mother join. At last they form a ring, each one holding a little basket. They sing a low, sweet song to St. Nicholas. Soon a loud knocking is heard. Father says softly, "Come in!" The door opens; there stands St. Nicholas. He says, "Children, I greet you all!" Then he tells each one to be polite. Some should be more kind and generous. Some should work hard. He seems to know about all the things each one has done since his last visit. He tells them that in the morning they will find out that he has really been there. Then he says, "Farewell!" and throws a great shower of sugar-plums to the children. They fill their little baskets with them.

Soon they all rush to another room,

where there is a table covered with a white cloth. Every one, from grandfather to baby, lays a shoe upon it. Then they go out and the door is locked.

Early next morning mother unlocks the door of the room. What a beautiful sight it is! Every shoe is filled to overflowing, and beside each shoe is another heap. There are toys and trinkets of every kind. There are toy cats that move, dogs that bark, and sheep that bleat. There are drums, trumpets, bright skates, dolls, and many books. But what is that? One of the boys finds a switch; he blushes and puts it out of the way. What do you suppose that means? I will leave you to guess.

For the rest of the day each one does as he wishes. Some read, while others play with their new toys.

Kindergarten

Anne Elizabeth Allen

"Not what we give, but what we share."

Immediately after Thanksgiving our thoughts will be turned to Christmas and to finding our places in the great crowd of joy-givers. The blessedness of giving will be realized by even the smallest child when he finds himself equal to the making of the simple little objects planned for him as presents for others. These presents, however small and unpretentious, will be so designed as to come within the ability of all, and will become more complicated only when we feel certain that the skill of the children who are to make them is fully adequate to their completion. Only then will each feel that he can honestly present the gifts as his own work; only then will the Christmas spirit be genuine and satisfying in its influence.

A large tree will be decorated for the parents of the school by the kindergarten and used as one of the decorations in the Assembly Hall.

Another and smaller one will be decorated and made ready for some less fortunate people than ourselves, for which presents of toys, books, fruit, candy, and clothing will be solicited by the children themselves, committees of whom will be appointed in order to insure effective work.

The real significance of Christmas will be shown, as well as the Santa Claus spirit of jollity and fun, and its history in art, story, and music will be made prominent. Pictures celebrating the festival will be selected as decoration for the walls during the holiday season.